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ABSTRACT

This paper discusses the outcomes of a study that investigated the differences in overall compliant behavior before and during several weeks of videotaping a variety of behaviors within two self-contained classes of 6th, 7th, and 8th grade students with special needs. One class was designated for students with emotional or behavioral disabilities (n=11). The other class was designated for students with mild mental disabilities (n=6). After a baseline period of 11 weeks using a point management system and tickets for a Friday movie, the video camera was placed in each of the self-contained classes and visible to all students. The video camera was situated on a tripod which could be moved and repositioned in the classroom as needed to capture various areas of the room. All students were aware of its use and parent permission for its use had been obtained. Students were also aware that incidents seen on tape were subject to removal of points or the awarding of tickets. An increase in compliance behavior for students was seen after using the video camera in the classrooms, and students' response to the use of the video camera was extremely positive. (Contains 14 references.) (CR)

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Running Head: CLASSROOM MANAGEMENT

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Classroom Management with a "Vision"

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Abstract

Differences in overall compliant behavior were reviewed before and during several weeks of videotaping a variety of behaviors within two self-contained classes of 6th, 7th, and 8th grade students with special needs. An increase in compliance of behavior for students was seen after using a video camera in the classroom. Further research is needed since this positive difference could have been a result of general student adjustment over time and developmental maturation. However, the simple presence of a video camera may have positive effects on increasing compliant behavior for students with diverse needs in addition to teaching appropriate social skills.

Classroom Management with a "Vision"

Classroom Management—two words that can instill fear into the hearts of first year teachers and can create daily frustration in the hearts of veteran teachers. Classroom management has been talked about and written about, with several programs packaged and published. With so many factors beyond the control of the teacher, it is important to be cognizant of a variety of management methods since no single method can be used with totally predictable results. All teachers (e.g., preservice, new, or veteran) need to fill their "tool box" with lots of "tools" (ideas) with which to draw upon in the event they are needed. Here's yet another tool.

The video camera is a multipurpose tool. The many uses of a video camera can be seen across the world to capture and to re-live fleeting experiences, both positive and negative. While the video camera has become a commonplace fixture in banks, retail businesses, police cars, some day care environments, and some school buses, it has not yet realized its full potential in classrooms. This paper offers yet another option for enhancing classroom management through the use of a video camera, in addition to other behavioral management systems.

The use of video cameras actually predates video in some cases. A school district in the northeast used Super-8 movie cameras in the 1970's and now uses video on their buses (Hoober, 1998). Their experience supports the notion that behavior improves with a camera which serves as a reminder to students of the expectations set (Hoober).

Videotaped Self-Monitoring (VSM) has also been used since the early '70s (Buggey, 1999). In general, VSM has produced results that accelerated quickly from baseline performance, were maintained in follow-up assessment, and were effectively generalized (Buggey). Other researchers have verified the efficacy of VSM in working with children with various disorders (Creer & Miklich, 1970; McCurdy & Shapiro, 1988). The presence of the video camera as a

deterrent seems logical for use in classrooms even though this study did not use the VSM procedure.

The issue of student behavior has been a long-standing concern of laypersons and educators. Not surprisingly, teachers also have reported increasing concern regarding student behavior problems. Given educators' serious concern about issues related to classroom management, it is somewhat surprising to note that teacher education programs have placed relatively little emphasis on providing teachers with skills in this area (Jones & Jones, 1998).

Behavioral interventions are derived from a set of principles that explain the relationship of human behavior to immediate environmental variables that exert powerful influences (Kerr & Nelson, 1998). Meeting the complex and multifaceted needs of students with emotional and behavioral disabilities has been an elusive goal (Eber, Nelson, & Miles, 1997). How to best provide services and ensure that they are effective, presents a substantial challenge for the educational system (Eber, et al). Investigating classroom dynamics as they relate to students identified as at risk for the development of serious emotional disturbance is critical to increasing our understanding of classroom factors that impact students and developing sound classroom interventions (Delello, 1998). It is for these reasons that several systems of behavioral management need to be considered prior to implementation. The key to effective control of behaviors lies in the teacher's ability to analyze and adjust variables in the immediate environment (Kerr & Nelson, 1998). A management system needs to be a flexible, operating framework, not a rigid, intolerant set of rules and consequences (Kerr & Nelson). The decision for behavior management should be based on several factors including, but not limited to:

- personal teaching style, since different methods match with the differences of teachers' perception of behavior challenges and implementation of the method,

- student level and age, since some behaviors may be annoying but are developmentally appropriate,
- class make up, since the likes and dislikes of the class membership must be considered prior to implementation of any management program,
- scheduling, one of the factors beyond the control of the teacher, but one which may have an affect on the presence of challenging behaviors,
- number of students, any management system must be feasible for implementation in the classroom or feasible for carryover by other teachers in other classes in which large numbers would make some systems unlikely for success,
- and many others.

It is generally agreed that the goal of behavioral science is to acquire knowledge that will enable us to predict and control behavior. In the specific case of children's behavior disorders, the ultimate goals are to develop effective treatment procedures and to prevent problems through a complete understanding of factors causing these problems (Erickson, 1998). Most teachers, however, never come to know the cause of any behavioral problem. Teachers must work within the parameters of the behaviors displayed in the classroom, within the climate of the school, its administrators, within the policy of the district, within the law, and especially within the parameters of parent/guardian approval.

METHOD

Participants

Two self-contained classes were selected in one school in a medium sized district in a state in the southeast. Each class was made up of students in sixth, seventh, and eighth grade in a public middle school. One class (Class A) was designated for students with emotional or

behavioral disabilities. The other class (Class B) was designated for students with mild mental disabilities.

Class A was comprised of 11 students, 6 males and 5 females. Class B was comprised of 6 six students, 5 males and one female. All students represented a wide variety of academic/intellectual functioning levels, ranging from kindergarten to high school.

Procedure

Each class maintained a management system using points with response cost. Each day, each student would start with 100 points and two "reminder" cards. Throughout the day, for any rule infraction, students would forfeit their two reminder cards before point deduction began. The response cost system was used for students on a daily basis, offering an immediate consequence for inappropriate behavior. Point losses ranged from five to 25, depending upon the severity of the rule infraction. The rules were posted as class rules and were on point sheets which students had individual access in order to monitor their own sheet (see Table 1). Students could not regain points but another system was used to reinforce appropriate behavior. Students would be made aware each time points were deducted from their personal sheets. To reinforce appropriate behavior, a ticket system was employed. At the end of each day, a "classroom meeting" was held to discuss points, tickets earned, and other classroom topics. Students who maintained all 100 points at the end of the day received additional tickets and/or another privilege (e.g., candy or drink). Tickets were used each day for a classroom drawing for prizes. Tickets could be earned for compliments received by others, being caught on task when a timer went off, or other positive finds of display of appropriate behavior.

The systems of the points, the reminder cards, and the tickets were used at the beginning of the year. The point system was tallied on Thursday afternoons to determine if a student

maintained 85 percent weekly compliance. If a student did have 85 percent or more of the weekly possible points earned, that student was eligible to attend the Friday movie. Students not obtaining a weekly compliance of 85 percent were sent to another designated class for regular academic work during movie time.

After a baseline period of 11 weeks using the points and the tickets, a video camera was placed in each of the self-contained classes. Once the video camera made its presence in the classes, the camera was visible to all, situated on a tripod which could be moved and repositioned in the classroom as needed to capture various areas of the room. All students were aware of its use and parent permission for its use had been obtained. Students were also aware that incidents seen on tape were subject to removal of points. Inappropriate behaviors caught on camera were given the matching response cost consequence as noted in class rules and on the point sheet. Students were additionally aware appropriate behaviors caught on camera were given rewards (tickets). The video camera was left in each classroom for 12 weeks and then removed, while still maintaining the point system and the tickets.

RESULTS AND DISCUSSION

Students in each class demonstrated an increase in compliant behaviors during the intervention period (see Table 2) using a Sign Test. This suggests that the use of a video camera as an additional resource for classroom management may be an effective tool for increasing appropriate behaviors when used in conjunction with other behavior management programs. The video camera was used to model and reinforce appropriate behaviors so students could see what they were doing that was socially acceptable. The video camera could also be used to clarify certain inappropriate behaviors and generate discussion for how to change situations causing an inappropriate response or how to respond to the situation in a different way that may have been

more acceptable. These instances involved individual students in a more confidential setting in order to explore the behavior in a non-threatening manner.

Certainly the use of the Sign Test has a less stringent level of significance ($p<.10$) and there is no control group. However, this does provide the teacher with some empirical data to help make behavior management decisions. There may also have been some normal developmental maturation that occurred over the year to show differences.

IMPLICATIONS FOR PRACTICE

Some unexpected benefits occurred in using the video camera. Students' response to the use of the video camera was extremely positive. Not only did the camera serve as a behavioral deterrent, the camera also became an enhancement to academic activities. Students began to write scripts to role-play situations portraying appropriate behaviors, or scripts for made-up television shows and commercials that would be taped and shown to the classes. Students became so comfortable with the camera's presence, they would occasionally remind teachers to replace the tape if it had run out. They enjoyed seeing themselves on camera when displaying acceptable behaviors or in work proudly produced as a collaborative group. It was especially reinforcing to some to be able to be the "star" when a particular student's behavior was being highlighted as a model behavior.

Further research is recommended since sample size was small with many variables not controlled. However, the video camera may be a viable technological assistant to current behavior management programs.

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Table 1

Sample Point Sheet

Behavior	Friday	Monday	Tuesday	Wednesday	Thursday	Friday
Out of seat –5						
Leaning chair –5						
Name calling –5						
Talking –5						
Shoes off –5						
Refusing work –5						
Feet/legs up –5						
Throwing things –5						
Brushes, lotion, comb -5						

(table continues)

Table 1 (continued)

Behavior	Friday	Monday	Tuesday	Wednesday	Thursday	Friday
Sleeping –10						
Threats –10						
Profanity -10						
Making noises –10						
Disrespect –10						
Fighting –25						
Other						
Day's total						

Student name _____ Week of _____

Table 2

Sign-Test Computations

Class-Student	Baseline	Intervention	Sign
A-1	74.6	88.1	+
A-2	79.4	92.6	+
A-3	91.9	95.6	+
A-4	98.4	99.3	+
A-5	93.5	95.1	+
A-6	73.9	76.3	+
B-1	75.5	85.4	+
B-2	96.77	96.83	+
B-3	96.4	99.0	+
B-4	97.1	98.5	+
B-5	97.6	98.6	+
B-6	88.6	95.5	+
B-7	91.4	97.3	+
B-8	95.5	97.7	+
B-9	97.2	98.0	+
B-10	95.3	98.2	+
B-11	92.7	97.1	+

$n=17$, $p<.10$